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This chapter was mainly focused on differentiated instruction. Differentiated instruction can mean a lot of things but it is essentially the manner in which you provide different ways for students to succeed in your classroom. This can range from giving a student extra time on his or her homework to how you set up your classroom physically. The idea is essentially to make sure that all of your students with their own unique wide spectrums of understanding and needs are being addressed in some way. I think when we look concepts like this as students we begin to feel overwhelmed with the idea of trying assess and address all student's needs, as that might sound idealistic. I think when dealing with concepts like this it is important that we don't conflate ideals with expectations, that is to say while we are learning to address "all" needs we will never have a class where every need of every student is 100% met. The goal is to cast as wide of a net as possible in terms of instruction so that no student is left to struggle without any attempt to address that struggle by the teacher. This concept is something that I would hope would be common sense for us before we ever decided to becoming education majors but is of obvious importance nonetheless. If we have a rigid unadaptable model as teachers not only are we likely to lose our jobs (if we could even get one), we would be reaching a very narrow concentration of students. Differentiated instruction helps us to avoid alienating students which would have the potential to reinforce student's feelings of inadequacy and/or engagement with the material.